

Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 1	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Count 3 objects • Compare 3 objects by size, shape, and color	**Calendar : 15-20 min.** **During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills.** . **Learn : 35-40 min.** Can you help me count the objects? Repeat after me: 1, 2, 3. Compare the objects and talk about your thinking with a Shoulder Partner. You will use your math journals to write down or draw your thinking about math. **Share : 5 min.** **STUDENTS DO: Share their thinking about counting to tell how many of something there are.**	25:29	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Can you help me count the objects? Repeat after me: 1, 2, 3. How can we show 3 using our fi ngers? How many objects are there?	Picture - song	Saving - citizenship	Page :	Look around our classroom to fi nd three things you like and draw those three things on page 1 of your math journal. You have about 5 minutes.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



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Mathematics	The First : who I am	Lesson : 2	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Count 3 objects • Compare 3 objects by size, shape, and color	**Calendar : 15-20 min.** During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** I found more special objects to count and compare! Can you help me count the objects? You all did such a wonderful job counting today! You will use your math journals to write down or draw your thinking about math. **Share : 5 min.** Talk about how the objects they drew are the same.	30:33	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	How can we show 3 using our fi ngers? How many objects do I have now? Are there still 3? We talked about this yesterday: When I move the objects around, does it change how many objects I have? How do you know ?	Picture - song	Saving - citizenship	Page :	Show on your fi ngers how many students are at the front of the room.

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Mathematics	The First : who I am	Lesson : 3	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Count 4 objects • Compare 4 objects by size, shape, and color • Participate in data collection	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> I'm going to ask you some questions about the group of students up here. Hold up your fi ngers to show the number that answers the questions · How many girls are in the group? · How many boys are in the group? · How many students in the group have long hair? · How many students in the group have short hair? <u>Share : 5 min.</u> STUDENTS DO: Share their thinking with the class when called upon.	34 : 38	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Do all of the students in the group look the same? What makes the students not the same?	Picture - song	Saving - citizenship	Page :	Remember that we will use our math journals to write down or draw our thinking about math.

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Mathematics	The First : who I am	Lesson : 4	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Count 4 objects • Compare 4 objects by size, shape, and color • Answer questions about data	**Calendar : 15-20 min.** . During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** · How many girls? · How many boys? · How many students have long hair? · How many students have short hair? · How many students are wearing red? Blue?. **Share : 5 min.** STUDENTS DO: Share their drawings, identify the animals they drew, and count their animals' legs.	39:42	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Do you remember yesterday when I arranged the objects in diff erent groups? Did the number of objects change when I rearranged them? How did you know? Why doesn't the number of objects change when I rearrange them?	Picture - song	Saving - citizenship	Page :	Draw an animal that has 4 legs. Make sure you show all 4 legs! You have about 5 minutes. When you are fi nished, show your drawing to your Shoulder Partner.

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Mathematics	The First : who I am	Lesson : 5	chapter : 1	Students will: Identify the month, day, and date • Count how many days they have been in school • Count 5 objects • Compare 5 objects by size, shape, and color	**Calendar : 15-20 min.** During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** 1, 2, 3, 4, 5! I have 5 objects today! I have more objects today than I have had any other day! Show me on your fi ngers how to count to 5. Now you show 5 fi ngers on your hand and count aloud to 5. **Share : 5 min.** STUDENTS DO: Share their drawings, identify the animals they drew, and count their animals' legs.	43:47	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	How many objects do I have now? Who can help me count them?	Picture - song	Saving - citizenship	Page :	Even though I have 4 objects over here and 1 object over here, I still have 5 objects. Does it change the number of objects I have if I rearrange them?

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Mathematics	The First : who I am	Lesson : 6	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Answer questions about data • Count up to 5 using a number line • Compare quantities	**Calendar : 15-20 min.** During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** Today we will draw pictures in our math journals to show what we know about What numbers have we been learning about ? Yes, we have learned about 1, 2, 3, 4, and 5. We have practiced counting from 1 to 5 and today we looked at 1, 2, 3, 4, and 5 on a number line. **Share : 5 min.** STUDENTS DO: Raise their hands to be called on. Share their drawings of 2, 3, 4, and 5 objects..	48:51	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	What numbers have we been learning about and counting to?	Picture - song	Saving - citizenship	Page :	I'm going to write the numbers on the number line. Which number do you think should go first? Which number should go next?

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Mathematics	The First : who I am	Lesson : 7	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Answer questions about data • Write numbers from 0-3 • Show quantities up to 3 in pictures	**Calendar : 15-20 min.** . During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** Today we are going to talk about a new number. It may not seem very important at fi rst, but it's very important! But fi rst, I have some questions for you: · How many elephants are in the classroom right now? · How many of you took a helicopter to school today? · How many of you are taller than the pyramids?. **Share : 5 min.** STUDENTS DO: Raise their hands to volunteer.	52:55	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	How can we answer these questions? What number should we use?	Picture - song	Saving - citizenship	Page :	Can you draw a picture to match the number?

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Mathematics	The First : who I am	Lesson : 8	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Write numbers from 0-3 • Arrange numbers 0-3 on a number line	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Th ere are numbers missing on the number lines I drew. A number line is a line of numbers that go in order, but I can't remember what numbers go in the blanks. Can you help me fi ll in the missing numbers on the number line? What do you think we can do to fi gure out the missing numbers on the fi rst number line? <u>Share : 5 min.</u> STUDENTS DO: Count the dots.	56:58	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Who can tell me what month and year it is?	Picture - song	Saving - citizenship	Page :	Create a number line that shows 0, 1, 2, and 3. You can copy one of the number lines that we worked on together. STUDENTS DO: Draw number lines

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Mathematics	The First : who I am	Lesson : 9	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Write numbers 4 and 5 • Arrange numbers 0-5 on a number line	**Calendar : 15-20 min.** During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** All of the numbers are missing from my number line! Can you help me fi ll in the missing numbers on my number line? My number line should include the numbers 0, 1, 2, and 3. Where do you think I should write the zero? Why do you think so? .... **Share : 5 min.** STUDENTS DO: Talk with their shoulder partners. Raise hands to share their thinking.	59 : 61	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Who can tell me what month and year it is?	Picture - song	Saving - citizenship	Page :	Who would like to come up and show us where the 4 should go on the number line?

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Mathematics	The First : who I am	Lesson : 10	chapter : 1	Students will: • Identify the month, day, and date • Count how many days they have been in school • Write numbers 4 and 5 • Arrange numbers 0-5 on a number line	**Calendar : 15-20 min.** During this daily routine, students develop number sense, calendar sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** You have worked very hard to learn about the numbers 0 to 5. You have counted from 0 to 5, drawn objects to show those quantities, and helped me fi ll in numbers lines with those numbers. Today, you're going to work with your classmates to create an art project that shows numbers 1-5. You will use whatever materials are available at your table to create a poster that shows 1 object, 2 objects, 3 objects, 4 objects, and 5 objects. You will have about 20 minutes to work. Do you have any questions? **Share : 5 min.** STUDENTS DO: Work on the problem with their shoulder partners. Show their ideas in their math journals.	62 : 64	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	How many straws are in the Ones pocket now? Th ere were 9 straws in the Ones pocket and we added 1 straw today. (Count the straws.) How many days have we been in school?	Picture - song	Working group - citizenship	Page :	Raise hands to ask questions about the activity.

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Mathematics	The First : who I am	Lesson : 11	chapter : 2	Students will: Participate in Calendar Math activities • Count to 6 • Write the number 6 • Represent quantities using pictures • Answer questions about data	**Calendar : 15-20 min.** During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. **Learn : 35-40 min.** Th at is correct! 1, 2, 3, 4, 5… 6! 6 is the number we are learning today. First, let's draw six dots in fi ve frames. Th at will help us see how many 6 is. Now you show 6 using your fi ngers. We will practice writing the number 6 in our math journals **Share : 5 min.** STUDENTS DO: Explain drawing to partner. Compare drawings. Discuss how they are the same and diff erent?	72 : 76	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	What do the numbers on the calendar mean?	Picture - song	Working group - citizenship	Page :	Remember how I wrote the number 6 earlier. Write the number 6

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Mathematics	The First : who I am	Lesson : 12	chapter : 2	Students will: • Participate in Calendar Math activities • Count to 7 • Write the number 7 • Represent quantities using pictures • Answer questions about data	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> When we draw 7 dots, we fi ll up one of the fi ve frames and put 2 more dots in the next fi ve frame. Will you help me count the dots? We can also show 7 using our fi ngers. Let's play Hops again, but this time we will hop 7 times on one foot. Let's count the number of students standing up here now. <u>Share : 5 min.</u> STUDENTS DO: Share their thinking with their classmates.	77 : 80	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	How many days have we been in school?	Picture - song	Working group - citizenship	Page :	Remember how I wrote the number 6 earlier. Write the number 6

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Mathematics	The First : who I am	Lesson : 13	chapter : 2	Students will: • Participate in Calendar Math activities • Count to 8 • Write the number 8 • Represent the quantity 8 using pictures • Answer questions about data	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> When we draw 8 dots, we fi ll up one of the fi ve frames and put 3 more dots in the next fi ve frame. Will you help me count the dots? Now you show 8 using your fi ngers. Now, watch me draw some dots on the board. Let's practice writing the number 8. First, let's write 8 in the air. Stand up, arms out, fi nger pencils ready! <u>**Share : 5 min.**</u> STUDENTS DO: Share their thinking. Conclude that it does not matter how the dots are arranged. 8 dots will always be 8 dots.	81 : 84	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Draw 8 dots in your math journal to show how much 8 is.

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Mathematics	The First : who I am	Lesson : 14	chapter : 2	Students will: • Participate in Calendar Math activities • Count, read, and write 9 • Represent the quantity 9 using pictures • Answer questions about data	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Yesterday we practiced counting up to and writing the number 8. Who can tell me what number comes after 8? Th e number that comes after 8 is 9. We are learning 9 today! We can also show 9 using our fi ngers. <u>Share : 5 min.</u> STUDENTS DO: Take turns counting from 1-9 with partner. Repeat.	85 : 89	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	How many months are in a year?	Picture - song	Working group - citizenship	Page :	Write the number 9 in the air with me three times.

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Mathematics	The First : who I am	Lesson : 15	chapter : 2	Students will: • Participate in Calendar Mathnactivities • Count to 10 • Write the number 10 • Represent the quantity 10 using pictures • Answer questions about data	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> We have learned so many numbers! So far we have learned to count, read, and write our numbers up to 9. Today we are going to keep counting on. 1, 2, 3, 4, 5, 6, 7, 8, 9. Does anyone know what comes next? First, let's draw 10 dots in our 5 frames to see what 10 looks like. Write the number 10 three times in your journal. <u>Share : 5 min.</u> STUDENTS DO: Share their thinking about 10.	90 : 94	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Who can come up and help us fi gure out what today's date is?	Picture - song	Working group - citizenship	Page :	Now, practice writing your numbers in order on each of your fi ngers. Start at 1 and stop at 10. If you're not sure what to do, watch me.

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Mathematics	The First : who I am	Lesson : 16	chapter : 2	Students will: • Participate in Calendar Math activities • Count to 10 • Write the number 10 • Represent the quantity 10 using pictures • Answer questions about data	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Let's play a diff erent game to count to 10 – Counting Classmates. I will start by pointing at the fi rst student. Th at student will say, "One" and come up to the front of the room. Th en I will point to another student. Th at students will say, "Two" and come up to the front of the room. We will continue until we get to 10. Th en we will count back to our seats. <u>**Share : 5 min.**</u> STUDENTS DO: Swap math journals with their partners and check each others work.	95 : 98	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Who can come up and help us figure out what today's date is?	Picture - song	Working group - citizenship	Page :	Write the numbers from 0 to 10 in the air along with the teacher.

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Mathematics	The First : who I am	Lesson : 17	chapter : 2	Students will: • Participate in Calendar Math activities • Count to 10 • Write numbers 0-10 • Represent quantities 0-10 using pictures • Answer questions about data	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Today we are going to practice counting and drawing sets of numbers in our math journal. I am going to tell you some stories and I want you to draw objects to match the story! Ready? Here's the fi rst story. Now, let's count all of the spiders. Count with me. <u>**Share : 5 min.**</u> STUDENTS DO: Discuss drawings from today with their partners.	99 : 102	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	I have one more question about our "Favorite Day of the Week" graph! If I counted all of the X's on the graph, what would it tell me?	Picture - song	Working group - citizenship	Page :	Now, let's count all of the shells. Count with me.

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Mathematics	The First : who I am	Lesson : 18	chapter : 2	Students will: • Participate in Calendar Math activities • Count, read, and write up to 10 • Identify numbers that are 1 less and 1 more than a given number • Represent quantities from 1 to 10 using pictures	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Today we are going to test our knowledge of our numbers from 0-10. I am going to think of a mystery number. I am going to give you a clue or a hint about the number. You will use what we've learned about our numbers from 0 to 10 to fi gure out the mystery number and write it in your journal. We will do the fi rst one together. I am thinking of a number. Th is number comes after the number 5 when we count. Write your answer in your math journal.. <u>**Share : 5 min.**</u> STUDENTS DO: Discuss drawings from today with their partner.	103 : 106	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Who remembers how many months are in a year?	Picture - song	Working group - citizenship	Page :	Th e number 8 comes before 9, so 8 is my mystery number. Let's do one more. I am thinking of a number. Th is number comes before the number 5. What is my mystery number?

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Mathematics	The First : who I am	Lesson : 19	chapter : 3	Students will: • Participate in Calendar Math activities • Count, read, and write 11, 12, and 13 • Use the terms greater than, less than, and equal to	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Today the fi rst number we will learn is 11. Do we have any more open spots on our fi ve frame? I don't see any either! What would we need to do to make 11? One! Th at's correct! Let's count all of our dots together again. Th e number 11 has two numbers, or digits. A one and another one. Let's practice writing the number 11 in the air. **<u>Share : 5 min.</u>** STUDENTS DO: Discuss their thinking with their shoulder partners.	113 : 117	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Who can tell us what today's date is?	Picture - song	Working group - citizenship	Page :	What do you notice about the number 13?

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Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 20	chapter : 3	Students will: • Participate in Calendar Math activities • Count, read and write 11, 12, and 13 • Use the terms greater than, less than, and equal to	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Yesterday was a busy day in math. Let's take out our math journals and review what we learned yesterday. Open to the pages we wrote on yesterday. Talk with your Shoulder Partner about what you learned. Th en I will ask you to share it with the whole class. You have a set of 11, a set of 12, and a set of 13 on your paper. Let's compare the numbers 11, 12, and 13. *Compare* means to see how things are the same and diff erent. When we compare numbers, we can talk about number or set of objects is bigger or *greater* *than* another number or set. We can also compare them to see which number is small or *less* *than*. Sometimes the amounts are the same and we can say they are *equal*. <u>**Share : 5 min.**</u> STUDENTS DO: Explain to their partners what they learned in math today.	118 : 122	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Let's compare 11 and 13. Look at your drawings in your math journal. If you need to count your dots again, go ahead. Which number is bigger/has the most dots?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 21	chapter : 3	Students will: • Participate in Calendar Math activities • Count, read, and write 14 and 15 • Use the terms greater than, less than, and equal to	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> I was walking to school today and I found a beautiful garden. I started counting the fl owers and I counted 14. Watch as I draw 14 fl owers on the board and count to 14. Draw 15 fl owers on the board as you count aloud. **<u>Share : 5 min.</u>** STUDENTS DO: Discuss their learning with their partners.	123 : 126	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Let's do the same thing as we count to 15.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 22	chapter : 3	Students will: • **Participate in Calendar Math activities** • **Count, read and write numbers up to 15** • **Use the terms greater than, less than, and equal to**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Just like yesterday, we're going to play the Balance Challenge! We will stand up and balance on one leg while we count to 14. <u>**Share : 5 min.**</u> STUDENTS DO: Selected students share their learning about comparing numbers.	127 : 130	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Who can raise their hand and tell the class what we did in class today and how the activity helped you understand greater than, less than, and equal to a little better.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 23	chapter : 3	Students will: **• Participate in Calendar Math activities** **• Count from 0-15** **• Use the terms greater than, less than, and equal to** **• Compare numbers using less than < and equal to = symbols**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Write the following sentences on the board: · 15 is greater than 10. · 4 is less than 8. · 12 is equal to 12. Compare these two numbers. Th ink about which number is greater and which number is less. Which symbol should we put between these two numbers? <u>**Share : 5 min.**</u> STUDENTS DO: Share math journal work with their shoulder partners, correcting their work as needed.	131: 134	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Let's read this math sentence together to see if it is correct. (First number) is ______ (second number).

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 24	chapter : 3	Students will: • **Participate in Calendar Math activities** • **Count from 0-15** • **Use the terms greater than, less than, and equal to** • **Compare numbers using the symbols >, <, and =**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Compare these two numbers. Talk to your partner (or group mates), and fi gure out which number is greater and which one is less – and which symbol should go in between these two numbers. Who thinks they know which symbol should go between the two numbers up here? **<u>Share : 5 min.</u>** STUDENTS DO: Work with their shoulder partners to write number sentences..	135: 138	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Let's read this math sentence together to see if it is correct. (First number) is ___ ___ (second number).

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 25	chapter : 4	Students will: • **Participate in Calendar Math activities** • **Identify the days of the week that are today, tomorrow, and yesterday** • **Count, read, and write 16 and 17**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Remember 15 is a two-digit number. We write it with a 1 and a 5. Th e next two numbers we are learning about are 16 and 17. Let's start with 16. Practice writing 16 , 17 in the air with the teacher. **<u>Share : 5 min.</u>** STUDENTS DO: Discuss the question with partners.	145: 149	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Select a new crayon of a diff erent color. Let's write the number 17 together.

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Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 26	chapter : 4	Students will: • **Participate in Calendar Math activities** • **Identify the days of the week that are today, tomorrow, and yesterday** • **Count, read, and write 16 and 17** • **Use objects to count numbers and find 10 more**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. Learn : 35-40 min. Th at's right, 16 and 17. Turn to your Shoulder Partner and tell them what you remember about the numbers 16 and 17. Be sure you take turns sharing!. You have 6 objects in one group, and now you know that 16 is 10 more than six! Wonderful! I knew you were expert counters! Let's try another one. **Share : 5 min.** STUDENTS DO: Talk to their shoulder partners.	150: 154	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	You have 4 objects in one group, and now you know that 14 is 10 more than 4. Let's try one more.

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Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 27	chapter : 4	Students will: **• Participate in Calendar Math activities** **• Identify the days of the week that are today, tomorrow, and yesterday** **• Organize data into a picture graph**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> A *picture graph* is a graph, or a chart, that uses diff erent pictures to show information. You can create a picture graph for a lot of things. It helps us organize information or data so we can read and understand it easier. Today, we are going to create a class picture graph. Our picture graph is going to be on our favorite animal. You have 4 choices to choose from: dog, cat, bird, or fi sh. You may only choose one animal, so choose carefully! **<u>Share : 5 min.</u>** STUDENTS DO: select a student to share their thinking.	155: 158	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Now, help me count how many students chose the fi sh as their favorite animal.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 28	chapter : 4	Students will: • **Participate in Calendar Math activities** • **Identify the days of the week that are today, tomorrow, and yesterday** • **Count, read, and write 18** • **Answer questions about data in a class picture graph**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Each picture on our picture graph stands for one of our colleague's votes for his or her favorite animal. How did we fi nd out yesterday how many students chose a dog as their favorite animal? Look at our class picture graph. In your math journal, draw a picture of the animal that got the most votes. (If there was a tie, adjust the question to say animals.) **<u>Share : 5 min.</u>** STUDENTS DO: select students to share their ideas.	159: 163	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	A couple days ago we learned numbers 16 and 17. Can anyone guess what number we might learn next?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 29	chapter : 4	Students will: • **Participate in Calendar Math activities** • **Identify the days of the week that are today, tomorrow, and yesterday** • **Count, read, and write 19 and 20** • **Create visual representations of 19 and 20**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. Learn : 35-40 min. Like the number 18, 19 is also a two-digit number. We write the number 19 with a 1 and then a 9. Let's practice writing 19 together. First, we will write 19 in the air together. Now, let's write it in our math journals. Share : 5 min. STUDENTS DO: Call on a student with a raised hand.	164: 169	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	How many dots do we have on our fi ve frames now? Who would like to come up and count them?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The First : who I am	Lesson : 30	chapter : 4	Students will: • **Participate in Calendar Math activities** • **Identify the days of the week that are today, tomorrow, and yesterday** • **Count up to 20** • **Answer questions about data in a class bar graph**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> How many students voted for that animal? Help me count the votes on the graph. (Name of animal) received ______ votes. Now we have to put that same data on the bar graph. Look on the side of the bar graph and fi nd that number. Who can come up and point to it? **<u>Share : 5 min.</u>** STUDENTS DO: Suggest ideas for graphs or choose from the teacher' s list.	170: 175	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	• How many people voted for (name of animal)?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 31	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Classify objects by color** • **Count from 1 to 22** • **Read and write numerals from 0-22** • **Apply the ten-frame structure as a way to represent quantities** • **Add within 10 using manipulatives**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Th is is a ten frame. Just like the five frame, the ten frame helps us count bigger numbers more quickly. Can anyone guess how many ones a ten frame holds? I drew 10 dots in the ten frame. Did we count to 21 yet? We have 22 dots on our ten frames. How many of our ten frames are full? **<u>Share : 5 min.</u>** STUDENTS DO: Suggest ideas for graphs or choose from the teacher's list.	182: 188	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	we have a set of 6 objects and a set of 4 objects. I want to know how many objects we have in all. What can we do to fi nd this out?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 32	chapter : 5	Students will: **• Participate in Calendar Math activities** **• Classify objects by color** **• Count from 1 to 24** **• Write numerals 23 and 24** **• Apply the ten-frame structure as a way to represent quantities** **• Add within 10 using manipulatives** **• Use addition within 10 to solve word problems**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Th e number 23 has two digits – or numbers. When we write it, we start with a 2 (for our sets of tens) and a 3. Let's Skywrite the number 23. We will pretend our pointer fi nger is a pencil. We will hold it up in the air and write a 2 and then a 3. Let's sky write 23 three times together. Draw 24 dots in the ten frames. **<u>Share : 5 min.</u>** STUDENTS DO: Write 2 + 7 = 9 in math journals..	189: 195	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Amal had 2 balloons. Farah had 7 balloons. How many balloons did they have in all?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 33	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Classify objects by color** • **Apply the ten-frame structure as a way to represent quantities** • **Count from 1 to 25** • **Write the numeral 25** • **Add within 10 using manipulatives**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Today we are going to learn the number 25. 25 is the number that comes right after 24. We will need three ten frames to draw the number 25. Watch me draw the dots and count aloud as I draw. <u>**Share : 5 min.**</u> STUDENTS DO: Write 8 + 2 = 10 in their journals.	196: 201	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Count the objects they put together and write their answers in their math journals.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 34	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Apply the ten-frame structure as a way to represent quantities** • **Count from 1 to 27** • **Write the numerals 26 and 27** • **Add within 10 using manipulatives** • **Use addition within 10 to solve word problems**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. Learn : 35-40 min. Draw 27 dots in the ten frames. We have 27 dots on our ten frames. How many full ten frames do you see? Write the number 27 on the chalkboard. Write 27 in their journals and check their partner's work. **Share : 5 min.** STUDENTS DO: Write 1 + 6 = 7 in their math journals..	202: 208	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Write 3 + 2 = 5 on the board. Who can help me read this addition problem?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 35	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Classify objects by shape** • **Apply the ten-frame structure as a way to represent quantities** • **Count from 1 to 29** • **Write the numerals 28 and 29** • **Add within 10 using pictures and objects**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. Learn : 35-40 min. 28 and 29 come next! Let's show how much 28 is using our ten frames. Do you remember how many ten frames we will need? The number 28 has 2 sets of ten and 8 extra ones. the number 29 with a 2 and a 9 right beside it. **Share : 5 min.** STUDENTS DO: Think about what they would like to share or ask.	209 : 215	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Who remembers what we call this sign? (+) Who remembers what we call this sign? (=)

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 36	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Classify objects by shape and color** • **Count by ones and tens to 30** • **Apply the ten-frame structure as a way to represent quantities** • **Write the numeral 30**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> The special number we are learning today is 30. Let's use our ten frames to see What 30 looks like. How many ones does a ten frame hold? We have 30 dots on our ten frames. Count by 10's to 30, pointing at each ten frame. **<u>Share : 5 min.</u>** STUDENTS DO: Raise hands to volunteer.	216 : 221	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	writing the number 30 in our journals three

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 37	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens to 30** • **Read and write numerals from 0-30** • **Apply the ten-frame structure as a way to represent quantities** • **Add within 10 using pictures and objects**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. Learn : 35-40 min. Call on students with raised hands. Possible answers may include: · Ten frames hold 10 dots · Ten frames help us count by 10's · We need three ten frames to make 30 · Ten frames show us that 30 has 3 tens and 0 ones **Share : 5 min.** STUDENTS DO: Write 5 + 5 = ____. Raise hands to solve the problem.	222 : 225	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Who can tell me what 4 + 3 equals?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 38	chapter : 5	Students will: • **Participate in Calendar Math activities** • **Classify objects by their shape and size** • **Count by ones and tens to 30** • **Read and write numerals from 0-30** • **Add within 10 using pictures and objects** • **Use addition within 10 to solve word problems**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> What do you notice about the numbers 10, 20, and 30 on the number chart? Mariam has 1 cat. Her brother Amr has 3 dogs. How many pets do they have in all? Who can tell me what 6 + 4 equals? 4 + 3 = 7. Wave your hands if you got the right answer. **<u>Share : 5 min.</u>** STUDENTS DO: Share drawings with partners and count the partner's objects..	226 : 232	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	create a set of 6 and set of 4 and add them together.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 39	chapter : 5	Students will: **• Participate in Calendar Math activities** **• Count by ones and tens to 30** **• Represent quantities with a number up to 30** **• Add within 10 using pictures and objects** **• Use addition within 10 to solve word problems**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> I am going to write an addition problem on the board. T e first problem is 9 + 1 = ___. Who can tell me what 3 + 7 equals? Let's try another. What is 8 + 2 = _____? **<u>Share : 5 min.</u>** STUDENTS DO: Share their thinking with the class. Students should note that the sets they made were all different, but the answers to all of the addition problems was 10.	233 : 236	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	8 + 2 = 10. Great job! Please put your counting objects away and I will collect them.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 40	chapter : 5	Students will: **• Participate in Calendar Math activities** **• Classify objects by shape, size, and color** **• Count by ones and tens to 30** **• Write numbers 1-30** **• Add within 10 using pictures and objects** **• Use addition within 10 to solve word problems**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. Learn : 35-40 min. let's practice writing our numbers again. Th is time, I want you to come up to the board and write numbers! When I call on you, come up and write the number I say. If you need help, I will help you! If you are sitting down, you will write the number in your math journal. **Share : 5 min.** STUDENTS DO: **Take note of counting games students suggest. Incorporate them in future lessons, if possible.**	237: 241	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Nour has 4 big fi sh. She also has 4 small fi sh. How many fi sh does she have in all? Let's draw the picture to match the story in our journal.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 41	chapter : 6	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens up to 32** • **Read and write numerals up to 32** • **Demonstrate understanding of the relationship between numbers and quantities up to 32** • **Apply the ten-frame structure as a way to represent quantities** • **Subtract within 10 using objects and drawings**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> We have 31 dots on our ten frames. How many of our ten frames are full? Write 31 in their journals and check their partner's work. Write 32 in their journals and check their partner's work. Write 8 - 3 = 5 on the board. **<u>Share : 5 min.</u>** STUDENTS DO: **Think about what they would like to share, then raise hands to volunteer. Selected students share their questions and ideas.**	248: 252	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Do you remember the other symbol from last week? What do we call this symbol?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Maths Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 42	chapter : 6	Students will: **• Participate in Calendar Math activities** **• Count by ones and tens up to 34** **• Read and write numerals up to 34** **• Demonstrate understanding of the relationship between numbers and quantities up to 32** **• Apply the ten-frame structure as a way to represent quantities** **• Subtract within 10 using objects and drawings**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Let's show 33 using our ten frames. Let's practice writing 33 in our journals. Tarek had 7 toy trucks. We need to draw a set of 7 trucks in our math journals. We had a set of 7 and we crossed out or took 3 of them away. Now we need to fi nd out how many toy trucks Tarek has left. Write 7 - 3 = 4 on the board and read it aloud. **<u>Share : 5 min.</u>** STUDENTS DO: **Work with Shoulder Partners to draw their own subtraction problem.**	253: 257	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	we use the minus sign when we subtract and take some away from a set. What do we call this sign? (=)

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 43	chapter : 6	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens up to 35** • **Read and write numerals up to 35** • **Demonstrate understanding of the relationship between numbers and quantities up to 32** • **Apply the ten-frame structure as a way to represent quantities** • **Subtract within 10 using objects and drawings**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> We have 35 dots on our ten frames. How many of our ten frames are full? Can we count by tens and then ones to get to 35? Let's practice writing 35 in our journals now. Write 9 - 7 = 2 on the board. **<u>Share : 5 min.</u>** STUDENTS DO: **Raise hands to share their ideas.**	258: 262	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Does anyone remember what this symbol is called? (-) When do we use it?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 44	chapter : 6	Students will: **• Participate in Calendar Math activities** **• Count by ones and tens up to 37** **• Read and write numerals up to 37** **• Demonstrate understanding of the relationship between numbers and quantities up to 32** **• Apply the ten-frame structure as a way to represent quantities** **• Apply strategies to fi nd the diff erence between two numbers**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> Draw 37 dots in the ten frames, counting aloud as you draw. We write the number 37 with a 3 and a 7 right beside it. Now, let's practice Skywriting the number 37 three times! how to fi nd the diff erence between 5 and 2 <u>**Share : 5 min.**</u> STUDENTS DO: **Raise hands to volunteer..**	263: 267	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	may subtract 3-2. Possible misconceptions: 2 + 3; 2 – 3.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 45	chapter : 6	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens up to 39** • **Read and write numerals up to 39** • **Demonstrate understanding of the relationship between numbers and quantities up to 39** • **Apply the ten-frame structure as a way to represent quantities** • **Apply strategies to fi nd the diff erence between two numbers**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem-solving skills. <u>Learn : 35-40 min.</u> We have 38 dots on our ten frames. How many of our ten frames are full? the number 38 has 3 sets of ten and 8 extra ones. Write the number 38 three times in your math journal. Now, we have 39 dots on our ten frames. How many of our ten frames are full? the number 39 is 3 sets of ten and 9 extra ones. **<u>Share : 5 min.</u>** TEACHER SAY: **What strategy would you like to try tomorrow?** STUDENTS DO: **Raise hands to ask questions about subtraction or addition.**	268: 272	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	I'm going to draw a square at 7 on the number line for the second group. Help me count up from 3 to 7. How many jumps do I have to make on the number line to get from 3 to 7?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 46	chapter : 6	Students will: **• Participate in Calendar Math activities** **• Count by ones and tens up to 40** **• Read and write numerals up to 40** **• Apply the ten-frame structure as a way to represent quantities** **• Apply understanding of counting and quantity to play math games and activities**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35-40 min.</u> We have 40 dots on our ten frames. How many of our ten frames did we need to show 40? Can you show me on your fingers ?. Write 40 under the fourth ten frame. The number 40 has 4 sets of ten and 0 extra Ones. We can count by 10's to count to 40. Watch as I point to each ten frame and count by 10's: 10, 20, 30, 40. **<u>Share : 5 min.</u>** TEACHER SAY: What was your favorite game? STUDENTS DO: Raise hands to respond. *Call on students with raised hands to talk about their favorite games and activities and their ideas for games/activities for the future.*	273: 277	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Write the number 40 three times. Th en, check your Shoulder Partner's work.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 47	chapter : 6	Students will: • **Participate in Calendar Math activities** • **Compare numbers 0-20, using symbols >, =, and <** • **Count by ones and tens to 40** • **Read and write numerals from 0-40** • **Apply strategies to solve subtraction problems**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35-40 min.</u> Write the number 33 in math journals. Problem Examples: · 9 - 3 = ______ · Find the difference between 2 and 6. · Yasmin has 8 balloons. Mido has 5 balloons. How many more balloons does Yasmin have than Mido? · Ahmed had 4 pies. He gave 2 pies to Amany. How many pies does Ahmed have left? · 10 - 5 = · Find the difference between 4 and 9. **<u>Share : 5 min.</u>** **STUDENTS DO:** Share their thinking with their classmates.	278 : 281	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	10 – 3 = ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 48	chapter : 6	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens to 40** • **Read and write numerals from 0-40** • **Represent quantities with a number up to 40** • **Apply strategies to solve addition and subtraction problems**	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. Learn : 35-40 min. Write the number 36 in math journals. draw a number line to fi nd an answer to this problem: 5 + 5 = ______. Write 5 + 5 = 10 in their math journals. Work with your partner to fi nd the answer: 10 – 5 = ______. **Share : 5 min.** STUDENTS DO: Write the following problems on the board: 2 + 5 = 7 7 - 2 = ______	282 : 284	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	6 + 2 = ____ 8 – 6 = ____ 4 + 1 = ____ 5 – 4 = ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 49	chapter : 6	Students will: • Participate in Calendar Math activities • Count by ones and tens to 40 • Read and write numerals from 0-40 • Represent quantities with a number up to 40 • Solve addition problems to create fact families • Identify patterns in fact families	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35-40 min.</u> Th is time, let's count by 10's to 40. We're sitting down now, so when we say 10 we will stand up. Wow, that second game was fast! Why was it so fast? <u>Share : 5 min.</u> STUDENTS DO: Select students with raised hands to share their thinking with their classmates.	285 : 287	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Solve the problems to complete the 1 Family.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 50	chapter : 6	Students will: • Participate in Calendar Math activities • Count by ones and tens to 40 • Read and write numerals from 0-40 • Represent quantities with a number up to 40 • Solve addition problems to create fact families • Identify patterns in fact families	Calendar : 15-20 min. During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. Learn : 35-40 min. Yesterday we started working on our addition fact families. We're going to continue to work on our addition fact families today. Let's finish by playing a quick game of Counting Classmates (or Catch and Count). We will count by 1's to 40. Share : 5 min. STUDENTS DO: Share their thinking with their classmates. Ask questions. Consider the Relationship between addition and subtraction. Consider ways to use the fact family sheets to help them solve math problems.	288 : 290	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Stand and play the counting game with the teacher and classmates.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teacher's Choices: Teaching Strategies	Teacher's Choices: Questions Modeling	Teacher's Choices: Digital resources	Teacher's Choices: Differentiation / Challenges	Teacher's Choices: Math Journal	Teacher's Choices: Enrichment
Mathematics	The second : The world around me	Lesson : 51	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Compare objects in a set to identify one that does not belong** • **Analyze number patterns in the hundreds chart** • **Count by ones up to 100**	<u>Calendar : 15-20 min.</u> **During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills.** <u>Learn : 35-40 min.</u> · Cover all of the numbers that contain a 5. · Cover all numbers with two identical digits · Cover all of the numbers that contain a 0. · Cover all numbers with a first digit that is larger than the second digit. create new numbers like 45, 62, 87, and 91. reading the numbers chart all the way from 1 to 100 together. **<u>Share : 5 min.</u>** **STUDENTS DO:** Raise hands to volunteer.	298 : 303	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Count aloud with the teacher from 1 to 100 using the number chart.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teacher's Choices: Teaching Strategies	Teacher's Choices: Questions Modeling	Teacher's Choices: Digital resources	Teacher's Choices: Differentiation / Challenges	Teacher's Choices: Math Journal	Teacher's Choices: Enrichment
Mathematics	The second : The world around me	Lesson : 52	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones to 100.** • **Compare objects in a set to identify one that does not belong** • **Apply strategies to add and subtract within 10** • **Tell time to the hour on an analog clock**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35-40 min.</u> Write on the board: 3 + 6 = ______ Write 8 - 4 = ______ on the board. Write 2 + 7 = ______ on the board. Today we will look at how to tell time using an analog clock. Can you say analog clock? We'll look at the clock again tomorrow! <u>Share : 5 min.</u> STUDENTS DO: Walk around the room and observe students as they share.	304 : 309	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Does the analog clock count up to 24?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 53	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones to 100** • **Apply strategies to add and subtract within 10** • **Read and write time to the hour on an analog clock** • **Collect data to create a picture graph**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35-40 min.</u> Count aloud with teacher from 1-100 using the number chart. Write 1 + 7 = ______ on the board. Write the following problem on the board: · 37 - 5 = ______ Stand and Sky Write numbers 40-49 with me. What time is this clock showing? Write 7 o' clock and 7:00 on the board. <u>**Share : 5 min.**</u> **STUDENTS DO:** Think about their favorite addition/subtraction strategy..	310 : 313	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	• 9 – 7 = ____ • 8 – 5 = ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 54	chapter : 7	Students will: **• Participate in Calendar Math activities** **• Count by ones and tens to 100** **• Read and write numbers 40-49** **• Read and write time to the hour on analog and digital clocks** **• Answer questions about data in a picture graph**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35-40 min.</u> Write numbers 40-49 in their math journals. The other kind of clock is called a digital clock. What do you notice about the Digital clock? Write 8:00 on the board. **<u>Share : 5 min.</u>** STUDENTS DO: Write each time in digital format and hold up journals • 2 o'clock • 7 o'clock	314 : 318	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	• 9 – 7 = ___ • 8 – 5 = ___

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 55	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens to 100** • **Read and write numbers 50-59** • **Read and write time to the hour on analog and digital clocks** • **Apply the ten-frame structure as a way to represent quantities** • **Solve subtraction problems to create fact families** • **Answer questions about data in a bar graph**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35 - 40 min.</u> Write numbers 50-59 in their math journals. Model how to look at the clock And find the 12 and the 3. Stand and hold arms so They are pointing at the 3 and the 12. Write 3:00 on the board. Write: 6 + 2 = 8 , 8 - 6 = 2 <u>Share : 5 min.</u> STUDENTS DO: Look at the graph and analyze the data. Answer the teacher's questions and explain how they know. X X X X X X X X X X X	319 : 323	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	Do the next fact: 4 – 2. Raise your hand when you're done.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 56	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens to 100** • **Read and write numbers 60-69** • **Apply the ten-frame structure as a way to represent quantities** • **Solve subtraction problems to create fact families** • **Read and write time to the hour on analog and digital clocks**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35 - 40 min.</u> Stand and sky write numbers 60-69 with the teacher. Write numbers 60-69 in their math journals. <u>Share : 5 min.</u> TEACHER SAY: Draw an analog clock face on your journal page: 1. Start with a big circle. 2. At the very top of the circle, write 12. 3. At the very bottom of the circle, write 6. 4. Between the 12 and the 6, write 3. 5. Between the 6 and the 12, write 9. STUDENTS DO: *Select a time suggested by a student and direct students to draw it on their clocks and write it using digits like a digital clock.*	324 : 326	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	6. Between 12 and 3, write 1 and 2. 7. Between 3 and 6, write 4 and 5. 8. Between 6 and 9, write 7 and 8. 9. Between 9 and 12, write 10 and 11.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 57	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens to 100** • **Read and write numbers 70-79** • **Solve addition problems within 20** • **Describe strategies for solving challenging addition problems**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35 - 40 min.</u> Stand and Sky Write numbers 70-79 Write on the board: 15 + 3 = ______. · 12 + 4 = ______ · 8 + 7 = ______ · 13 + 6 = ______ <u>Share : 5 min.</u> STUDENTS DO: *Take note of strategies that are effective and of strategies that may indicate misconceptions or the need for additional instruction and practice.*	327 : 329	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	• 10 + 10 = ____ • 11 + 5 = ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 58	chapter : 7	Students will: • Participate in Calendar Math activities • Count by ones and tens to 100 • Read and write numbers 80-89 • Solve subtraction problems within 20 • Describe strategies for solving challenging addition problems • Apply understanding of time to create a schedule	**Calendar : 15-20 min.** During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. **Learn : 35 - 40 min.** Stand and sky write numbers 80-89 with the teacher. We've been practicing subtraction within 10, Write on the board: 15 - 3 = ______. · 13 - 6 = ______ · 11 - 10 = ______ · 20 - 5 = ______ **Share : 5 min.** STUDENTS DO: *Help the teacher create a schedule by adding times. If selected, write a time on the schedule..*	330 : 333	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	• 12 - 4 = ______ • 18 - 8 = ______

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	



Grade : primary 1 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : 59	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens to 100** • **Read and write numbers 90-99** • **Apply addition and subtraction strategies to solve problems within 12**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35 - 40 min.</u> Stand and Sky Write numbers 90-99 Write numbers 90-99 in their math journals. Play the game Cup Counters. <u>**Share : 5 min.**</u> STUDENTS DO: *Share their thinking about the game when called on by the teacher.*	334 : 337	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	• What did you learn from the game?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

Grade : primary 1 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The second : The world around me	Lesson : The Last 60	chapter : 7	Students will: • **Participate in Calendar Math activities** • **Count by ones and tens up to 100** • **Read and write numerals up to 100** • **Apply understanding of counting and quantity to play math games and activities**	<u>Calendar : 15-20 min.</u> During this daily routine, students develop number sense, early place value concepts, counting fluency, and problem - solving skills. <u>Learn : 35 - 40 min.</u> We have been counting from 1 to 100 Write 100 in their journals three times. Jump Up Game Missing Number Detectives **<u>Share : 5 min.</u>** **STUDENTS DO:** ***Call on students with raised hands to talk about their favorite games and activities and their ideas for games/activities for the future.***	338 : 342	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Today is (day) the (date) of (month) (year). Can you say the date, too?	Picture - song	Working group - citizenship	Page :	**Race to 100**

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	